The Learning Community: Week 1, Day 1

**Materials:** Comfort Chart & stars/circle stickers

Markers, name tags

3x5 cards

Treats

Six Thinking Hats (Edward De Bono) – bring books

Energizer – hula hoops

**OPENING**

* Setup room with workspaces, agenda for the day, Comfort Chart with easy access to stickers
* Stand by front doors and welcome each participant.
* Ask students to place their names into the center of their name card.

**Opening circle**: What is your name, what do you teach, and where?

**Name tag exercise**:

* Place name in center of 3x5 card. In top left corner, draw something that represents your family. In top right corner about your vacations; in bottom left, something about your educational beliefs; in bottom right, something about your hobbies.
* Inside/outside Circle: divide group in half – inner circle faces a partner in outer circle. Share card info, then move both circles to face new partners, repeat 3-4 times

**Energizer break**: Hula Hoop. In groups of four, raise a hula hoop above your heads using only your finger tips. As a group, lower it to the floor; if anyone loses contact with hoop at any time, start over with hoop above head

**Overview of the learning community**

1. Process hula hoop exercise – building community, team work through energizers
2. A tremendous source of hands-on professional development.
3. Personal, emotional, and social development.
4. Facilitators are extremely flexible and will adjust to meet your professional and personal needs.
5. All learning activities are applicable for your classroom, your school, and your community.
6. This is not a sit and get learning environment.
7. Advisory groups- made up of the most diverse student configurations possible to promote professional growth, promote diverse ideas, and appreciation for other curriculum areas. Advisory groups are collaborative groups that allow students to keep in touch, help each other
8. District-alike groups based on learning topics applicable to school communities
9. Work-alike groups to share collaboratively across grade levels or content
10. *It is everyone’s job to help everyone else succeed in this program*. Our activities promote a sense of community and community building. We want you to know that you are not alone in your search for improvement, development, and change. There is no competition.
11. Infuse technology-We know that not everyone is at the same place technologically. That is okay; we will meet you where you are.
12. This program is a strength-based typed of education. We look at your strengths, not deficits.
13. Your facilitators will model best practices. We will also ask you to share your best practices.
14. Reflection time is built into our program. We will provide frequent journaling times to reflect on what you have learned, seen, done, and how it works in your classrooms. Frequent journaling opportunities will help you remember things, keep you current, and provide a great base of information for your final project.
15. Your final project will be passion-based, and will also relate to some aspect of instruction or learning in your classrooms. You will pick your project topic in the fall.

**Six Hats Thinking activity**

* Individually read pages 29-31. Pair-share about the benefits of this versus just a random conversation during teams, meetings, or even during classroom discussions.
* Whole circle discussion: How could you use this in a classroom? For staff development?
* Read specific chapters on Six Hat thinking. Depending on group size, group students into 2’s, 3’s, or 4’s. Assign each group two specific hats to read about: White/Red; Black/yellow; and Green/Blue. Allow 20 minutes.
* Create a skit that demonstrates the logic of the hats. During presentations don’t tell the color of their hats
* Present skits on six Hats. Discuss observations

**Choosing Advisory Groups**

* Pass out one 3 X 5 card to each student. Rationale: Using 3X5 cards is a best practice. You could substitute dry-erase boards. Each allows us to dipstick student understanding without students having to speak or raise their hand. We can check for understanding by walking around the room, or by asking students to hold up cards so we can check responses, or lack of responses! This type of dipsticking provides us with opportunities for reteaching, grouping by need, or grouping by ability
* Explain that we are attempting to create the most diverse groups possible
* Advisory groups will support one another in the learning process
* The group’s diversity encourages a wealth of ideas, and different points of view. Different hats, please.
* Use the blank side to write down your number in the circle (just go around the circle, e.g. 1,2,3…)
* On the lined side
  1. Upper left - the school in which you teach/district
  2. Upper right - What grade level you teach/area of specialization
  3. Bottom right - What two hats best represent you?
  4. Bottom left - Weak, OK, or strong in the area of technology?
  5. Center - Your gender
  6. Place cards in the middle of the large circle, writing up. Select a card that is not yours and hold it facing others at chest level. Move around the room and look for cards that are MOST unlike the card you hold. When you’ve found the most diverse set of 4-5 cards, lay your group’s cards down with the number up. When everyone is done, look for your number and meet your new advisory group members.

**Technology:**

* open a gmail account
* take the tech survey
* set up your journaling and other files
* log on to community wiki/blog

**Journal**: What is your dominant thinking hat? How can other hats help you with your thinking?

**Closing circle.** Ask for individual reflections on activities for the day. How are you feeling about the program?

Materials needed for program

**Strengths Finder 2.0**. Must be an original text.

**Even Eagles Need a Push**, by David McNally.

**6 Ways of Thinking** by Edward De Bono

**Entertaining an Elephant** by William McBride

**The World is Flat** by Thomas Friedman

**The Quality School** by William Glasser

**ASCD student membership** for one year

Homework: bring in one artifact that represents you in some way. Prepare to share this on Day Two.

Week One: Day Two

**Materials:** Student artifacts

Chapter 4 and 5: The Genesis of Community, by Dr. Scott Peck

6 Basic Ingredients, 6 Essential Questions

MI handouts

**Opening Circle**: Share artifacts that represent each of students as unique individuals

**Advisory groups** – select monthly meeting dates as a whole group; then as advisory groups sign up for snacks and energizers.

**6 Hats: School Board Simulation**

* Scenario: A district is facing a one million dollar shortfall. A school board meeting is pending that will determine how the shortfall will be met. The superintendent’s recommendation is that 10 teaching jobs need to be cut.
* Assignment: one person will be the superintendent from the school district
* Another person will represent the teacher’s union, and try to preserve teaching jobs
* Six others will be school board members - each take a hat/viewpoint during the school board meeting
* Others will represent the public and voice strong opinions on their own ideas. Audience members should represent all walks of life & voice opinions based on personal or professional agendas and biases. Example: “I had Mr. Slowey for a teacher, and you can’t let him go—maybe someone else”! Audience could want a strong tech ed program because their son is going to technical college. Others want tech ed chopped because their son/daughter is heading for Notre Dame. Ultimately, the school board must vote and decide.
* Prep: each school board member wears a tag that shows the color of his/her hat.
* The superintendent welcomes all, and states the problem. He/she shares the recommendation to cut ten teaching positions immediately.
* We hear from the union rep: why can’t we cut administration? Why can’t we charge kids for athletic participation? We know the economy stinks, but cutting teachers is not the solution!
* Now, each school board member shares his/her reaction based on their hat thinking. Audience members chime in. Groups now interact in discussion: Super, rep, board, and community members.
* Conclusion: the board members must go into closed session to come up with a viable solution they can share with the attending community members. Five minutes work time.
* Board makes its presentation; reactions from community, etc…
* Post-simulation discussion on process and solutions and impact of 6 ways of thinking
  + Conflicts between union negotiators & school boards. Consensus bargaining is an option. Reps meet, no one knows who was from the school board and who were teachers. They open up the financial books and say, “This is how much money we have to spend; how are we going to do it?”
  + Are school boards the nemesis of school districts? The butcher, and baker, and the candle-stick maker make up school boards, and each come in with a personal agenda.
  + This was an awareness piece about how the six hats work in the real world. How do they work in our classrooms?
  + Instructors could have a “red” focus
  + A great vehicle for problem-solving. Put on different hats to solve problems.
  + When reading a piece of literature or viewing a movie, have students talk/write about it from the perspective of different hats. Choose a hat for the day for journaling.
  + What about using Six Hat Thinking back for a staff development activity? What about using it during team activity to open up avenues of discussion? Whose voices are being heard? Not heard?
  + We sit in a circle because everyone gets more accessibility to hearing and being heard without any definable leader.

**Energizer:** Write down the name of a famous character on a piece of masking tape. Form a standing circle. Place the name you wrote down on back of the person to your right. Ask one yes/no question about who your person is: Move around. Then, allow more in-depth questions, but only one at a time. Follow up with brief discussion on the value of energizers – sources you can find energizers. [www.energizerolson.com](http://www.energizerolson.com)

1. Zoom-irk. Form a circle. A person says zoom; person next to them says zoom. Direction continues until someone says “irk” and then the direction changes to go the other way. People can say it across the circle. If someone does not follow protocol or turns the wrong way, they are out of the circle.
2. Balloon activity: Kids blow up a balloon. Tie the balloons. Form a line. Place balloons into your tummy and snuggle up into the lower back of person behind you. Team must move like a train without dropping a balloon. If they drop the balloon, they start over. If balloon pops, they start over. This is all about team and community building, an essential element to classroom comfort.
3. The Big Snort. Pair up with a stranger, and make the biggest snort you can without laughing. Great ice breaker and community builder.
4. Large Circle “Rock/Scissors”
5. Activity: Write down your favorite subject or activity from K-12. Don’t let your neighbors see it. Crumple it up; for 20 seconds, throw it at someone. Uncrumble it, and try to identify the person based on what they have written down. Start with one, and try to guess.
6. Form a line based on birthday order without using oral language

**Advisory groups:** Individuals read Chapter 4 of The Genesis of Community - Crisis and Community, Community by Accident, and Community by Design. Discuss, then .

* Read Chapter Five: Stages of community Making. Each group assigned to one of four sections: Pseudo community; chaos; emptiness, and community
* Create a visual that represents key aspects that stage of community building. (30 min total) Share visuals with whole group
* Facilitators use discussions to further student understanding about community, and how it functions in our classrooms. Are we a true learning community? How do we foster community in our classrooms? What might the benefits be?

**Journaling**: How might you use 6 hat thinking in your classes? With colleagues? Describe when you have seen elements of the 4 stages in your community, school or family. What stage is your school community in?

**The Multiple Intelligences: “It’s not how smart you are; it’s how you are smart.” (Barneyism)**

* MI Activity One: On a 3 X 5 card, write down one thing you like to do outside of school. You may be good at it or not. Then, briefly jot down how you learned to do this thing. When you are done, stand up. Go wherever you want and share what you wrote with a partner. You must stand to do this. (two minutes only) Return to tables. Partners should share what they learned about each other with the large group.
* MI Activity Two: Individuals take a multiple intelligences survey. Use your MI results to map out your intelligences. Pairs should share their findings by going on a walk and talking about their findings. Regroup, and ask students to reflect on what they learned.
* Examine 6 basic ingredients for a learner centered classroom and 6 essential questions
* Discussion Point: How could you use this MI survey instrument in your classrooms?
  + For parent-teacher conferences— teach to their strengths
  + For knowledge of students— know how students learn best
  + For knowledge of self: we tend to teach the way we learn. But is that necessarily the best way for all students?
  + Send a MI survey home for parents to take - build awareness on how their child learns best
  + Provide opportunities for students to draw on their learning strengths during the learning process
  + Assessing students all the same way could be viewed as a form of teaching malpractice
  + Tells students up-front that they must use their MI strengths to demonstrate their learning and understanding. Celebrate their learning with a Grammy Learning night: roll-out the red carpet for learning (demonstrations of learning with parents and families attending).
  + We can actually tell a student’s MI strength by how they act up in our classrooms: beating a pencil = kinesthetic; whispering = linguistic; day-dreaming = intrapersonal, etc.
  + Possible video close: from School of Rock with Jack Black – the scene early in the movie where he is matching student roles in the band to their strengths

**Closing Circle:** Where are your schools in relation to community? Your classrooms? Or Describe & analyze your aha moment with multiple intelligences

**Homework:** Constructivist Classroom reading(s) for Wednesday.

Week 1, Day 3

**Materials:**  Constructivist Classroom articles

<http://asimov.coehs.uwosh.edu/~cramer/casestudy1/Concepts/Constructivist.html>

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7const.htm>

The Zen of Facilitation, by Joellen P. Killion and Lynne A. Simmons

<http://www.coloradocfg.org/document/the%20zen%20of%20facilitation-NSDC%20journal.pdf>

MI Products and Assessment lists

**Opening circle**: Share what you learned about yourself as a learner and teacher via multiple intelligences

**More Multiple intelligence activities**

* read articles individually, then report out using a variety of intelligences
* Highlight products/assessments lists electronically
* Walk/talk with a partner on what you’ve learned about MI
* Journal on possible uses of multiples intelligences - list many, varied and unusual ways to use online surveys or MI in classroom or other MI techniques

**Constructivist Classrooms**

* In Advisory groups each person takes 1 of 5 readings. Read, then use each1 teach 1 to share. In sharing, each person gives the essence of his/her article to the other 4 people. share reading in their small groups. Then take a reflective walk to share findings and understandings.
* Whole group: discuss elements of learner centered classrooms – how constructivism, MI, learning styles and differentiating techniques fit together
* In work-alike groups, create an ideal constructivist unit that incorporates best practices you’ve learned

**Energizer:** share two truths and a lie. Big circle must identify the lie.

**Advisory:** Read *The Zen of Facilitation* – individually, paired, in group (your choice). Return to whole group to discuss the differences between facilitating and training. When do we use both in the classroom?

**Journaling** : As a teacher what intelligences do you use regularly? Which are weak? How does this match your personal profile? How does it match for your students? How do you know? When do you use training and/or facilitation in the classroom?

**Closing Circle**: When are you a facilitator in your classroom? How will you use your strengths and/or constructivism in your teaching?

Week 1, Day 4

**Materials:** MI articles by Armstrong, Gardner and others

<http://www.edutopia.org/multiple-intelligences-introduction>

<http://www.thomasarmstrong.com/articles/7_ways.php>

<http://www.thomasarmstrong.com/articles/ADHD_Demise_of_Play.php>

**Technical college tour**

**Opening Circle:** Share your impressions of technical colleges and what you think they do, who they serve, etc. Email or send thank you notes to hosts.

**Journaling:** What did you learn about the technical system that surprised you? What new thinking have you acquired and how will you use it?

**Multiples Intelligences:**

* In advisory groups take one article each and get an MI presentation assignment from the facilitator
  1. MI 1: Create TV ads with jingles that best describe the major concepts of your reading
  2. MI 2: Create a news broadcast using all team members that “covers” major concepts of reading
  3. MI 3: Create a music video summarizing major concepts of reading
  4. MI 4: Create a reality TV skit capturing major concepts of reading
  5. Present, then debrief on both process and content

**Technology**: view Shift Happens or Did You Know? Or any video about technology in 21st century school

**Journaling**: How will you begin to merge technology into your best teaching practices?

**Closing Circle**: How might you reduce bias among students & staff about technical programs?

Week 1, Day 5

**Materials:**  Ruby Payne: chapter 4 – The Characteristics of Generational Poverty at <http://www.yale.edu/21c/arkansas/pdf/payne_ch4.pdf>

Video: The Dash

**Opening Circle**: What does the data collected on the comfort chart tell us about ourselves & the development of a community? What is the value of the comfort chart? How can we use it?

**Advisory group**: read Ruby Payne’s article and process in your group. Use inside/outside circles to process. Come back to whole group with questions, new learning, things you are wondering about

**Whole group**: discuss poverty article, then discuss poverty simulation next week

**Technology :** finish your ideal constructivist lesson and post it on the community wiki

**Journaling**: Journal on MI, constructivist ideas for the classroom that you can try the first week of school.

How did inner/outer processing work and how might you use it in class?

**Legacy exercise**: take inventory & write your own eulogy – what do you want people to say about you?

What are you doing to achieve your legacy goals? What gets in the way?

**Closing Circle**: view The Dash to close (no discussion) Could also use DeWitt Jones Video: Celebrate what’s Right with the World

Week 2, Day 1

**Poverty simulation:**

* Be prepared with all packets filled with necessary materials.
* Time: 4 ten minute work weeks.
* Ask outside group of police, bankers, et al to comment on what they experienced as participants came to them.
* Ask family members to individually comment on what they experienced and felt.

**Gallery Walk:** Individuals from the graduating learning community share their projects, the journey, the end result, and how it will continue.

WEEK 2, Day 2

**Materials:** ASCD archived article from Summer 2010: The Myth of the Culture of Poverty

Ruby Payne: Hidden Rules of Poverty

<http://homepages.wmich.edu/>~ljohnson/Payne.pdf

<http://www.ahaprocess.com/store/more/excerpts/workbook_Framework.pdf>

Youtube: “Living on the Edge: Poverty in America”

DeWitt Jones Video: Creativity

**Opening Circle**: What’s New?

**Poverty Simulation**

* Discussion in whole group- lessons learned, feelings evoked
* Using simulations as a learning tool
* View Living on the Edge: Poverty in America
* In advisory, read R Payne article & discuss

**Journal:** What insights, attitude changes, new learning do you have about poverty? What changes will you make as a result of your new knowledge?

**District-alike groups.** How does the system discriminate against specific groups? Field trips? School fees?

* How does the larger community discriminate?
* What does your district do to help/hinder those in poverty?
* What can your district do about these issues? Are they issues?
* What can we do to build awareness for teachers (eg, a staff development simulation)

**Technology**: view Creativity video featuring Dewitt Jones – discussion on quotes from video:

* “I won’t believe it until I see it” becomes “I won’t see it until I believe it.”
* “The time of most change holds the times of most possibility.”
* “Be filled with knowledge, and then give it back with gratitude and grace.”
* “You never know where it’s going to go when you give it all back.”

**Advisory groups**; discuss how you can get more creativity into your classrooms and school. Require one spokesman to report out/summarize advisory findings. Share in big circle.

* Kids may not have a lot of time for creativity in their busy lives. When they do have time, they might not know what to do with it.
* Standardized tests are not amenable to creativity. Neither are a lot of toys.
* It’s much easier to teach out of a textbook than to be creative.
* Given that technology/gaming is here to stay, we should tap into it.

**Break/energizer**: Break into two lines of equal groups. Separate two lines with a blanket held high. One person faces another on either side of the blanket. Drop the blanket. First person to identify the other by name wins; the losing side joins the opposing line. Continue until done.

**Technology/Projects:**

* What role does creativity play in your project?
* Brainstorm ideas for projects
* Explore websites: Thinkfinity, Webquests, Interact

**Journal**: What are some new ways to look at topics, issues or ideas that have been researched before? What do you want to do within your school or classroom that reflects the unique needs of your students?

**Close:** What actions did your district groups propose to combat attitudes about poverty in your districts?

WEEK 2, Day 3

**Materials: Strength Finder 2.0 print out of results**

**Latest issue of ASCD or use website or old issue**

**Opening Circle**: What did you learn/see during the Gallery Walk of past community projects?

**Strength Finder 2.0 Survey**

* Individually respond to the questions posed for each of your found strengths.
* Meet in your advisory groups to have a general discussion about your findings. Discuss 1 strength, then move around the group so everyone shares one strength. Then move to the 2nd strength and so on.
* Return to circle to share, Read through the 34 strengths, and ask people to stand as their strengths are identified.
* What are the implications for how you teach students? For how your students learn? What are you going to do with this?

**Advisory groups:**

* Select individual articles that interest you – one per person. Read, then share with advisory group
* Make notes in your journal about any ideas you can use in your project or that you want to remember for classroom use
* return to whole group to share insights, ideas

**Work Alike groups:**

* Share a best practice you intend to use the opening week of school. What data can you collect to determine how effective the practice is with you students? How will you measure the impact of the practice?

**Closing:** How can you link what you’ve learned about your strengths with the way you teach and what you’ve learned about best practices?

WEEK 2, Day 4

**Materials: article on 21st century learning/teaching**

**Strength finder 2.0**

**What’s Right With Life**

**3 Letters from Teddy**

**Opening Circle**: Think of someone you know or something that happened to you that is an example of positive attitude in practice – silent reflection only….then move to advisory group

**Advisory group**:

* Share the story of the positive impact someone made on you, how it happened, how it changed you
* After everyone has shared their stories, individually each make up a list of words that described that person and the impact on you (single words)
* Then collate your word lists on a single word document and transfer that to create a Wordle document

**Whole group**

* Share the wordle documents
* Discuss the values implicit in those visual word webs

**Journal**: Strength finder Sect 2, check actions, create an action plan on how you will utilize your strengths to enhance some aspect of your life

**Technology**: Examine past projects online; continue research. Post your best “find” on the wiki for others to explore

**Journal**: What surprising discovery or best item did your research uncover? How might you use it? What questions are kicking around in your head as you read and explore topics? What things are you most interested in? What issues or topics might have the greatest impact on your teaching skills and your students’ learning?

**Closing Circle**:View What’s Right with Life/De Witt Jones. Then listen to 3 Letters from Teddy (read by facilitators – no copies. This needs to be “heard” by 2 different reading voices). Then think about writing a letter to someone you need to thank; write that letter and send it .

WEEK 2, Day 5

Materials: Wordle documents from yesterday

Chapter 1 Quality Schools, William Glasser

FISH video

**Opening Circle**: Look at wordle documents on values and select one value word that is most important to you & explain

**Community Values**

* Work in advisory groups. Use the affinity process (no oral communication). Using post-its, write down what each of you want and expect from our community. Write words or phrases that represent these values – one each on a post it.. Do your own. Do not share. Silence. . Write as many as you want.
* Place all your group’s post its on the table or wall. Begin moving the post – its into categories – you are trying to establish 5 categories that represent all your ideas. Watch each other for agreement, but no talking.
* Continue to review arrangements and re-sort until all the post its are in 5 categories that everyone agrees on
* Name each category (you may talk now) with one word or phrase
* Each advisory group shares their 5 categories. Tally any duplications. Now the whole group must come to consensus on the 5 values….they can be combined, reworked, etc. until everyone agrees.
* Each advisory group takes one of the values and creates a Y- chart for that value that visually depicts what it LOOKS like, FEELS like and SOUNDS like. Create visual and share with whole group
* Keep y charts for future meetings.

**Quality Schools**

* With a partner, read chapter 1 of Quality Schools – discuss how we can create schools that students want in their lives?

**Journal**: What place do values have in the classroom? Is it possible to create a values free classroom? Is so, then on what basis do you establish rules and protocols for behavior? If values do have a place, then how do you decide whose values? How do we develop consensus in a community?

**Semester Evaluation**

* As a whole group, develop a rubric that includes the 5 community values and that can be used to evaluate semester activities, readings, assignments, etc.
* Individually use the rubric to evaluate the semester. No names. Give feedback to facilitators.
* In your advisory groups, decide how you will grade yourself. Consider What do you value? Are you learning? What does assessment look like? What do the grades mean to me, or represent? Create criteria as a group.
* Pass out grade sheets. Each student will grade self based on the criteria their advisory created. They must enter their co-advisees names, and get signatures from all. Turn sheets into facilitators for entering into system.
* On a card, note what you want to see covered next semester
* **Growth Statements:** Reflect in writing about your first semester

1. How did you grow personally?
2. How did you grow professionally and academically?
3. Include as much evidence as you can to prove your learning? How have you changed? How do you know? What have you read, for example. Turn in to facilitators.

**Registration for Semester Two**

**Closing: View FISH**

How can you use the FISH philosophy in your school or classroom? Commit to trying one thing before our next meeting.

Homework for September:

* Read Chapter One: Even Eagles Need a Push
* Blog over break on your first day of school
* Try something new in your class.

SEPTEMBER

**Materials The Power of Questions OR**

**Essential Questions:** <http://www.oakcrest.net/news/essential.pdf>

**Understanding by Design**: <http://www.authenticeducation.org/bigideas/article.lasso?artId=53>

**Even Eagles Need a Push**

**Concentration Camp reading**

**Opening Circle**: So, what’s new? How did the poverty simulation affect you as school began?

**Advisory Groups:** Read one of the articles on questions… Use techniques for framing questions to discuss initial project ideas and the “so what” impact they might have. Then in whole group share ideas, tentative essential question for projects, backward design

**Break/energizer** by an advisory group

**Project Overview**: facilitators share expectations, information

* Project overview: 5 types of research
* key elements: introduction, literature review, implementation, data/results, future implications
* formatting
* What is servant leadership?
* Backwards design – where do you want students to end up? What will that look like? What evidence will you need to collect?
* What are your school policies regarding technology? Photographing, videotaping students? Find out.

**Journal**: What are the next steps you will take in your project? What big questions do you have? What is the “so what” you are looking for? How will you use technology in your project?

**Work Alike groups ASCD articles**

* Each community member reads one ASCD article.
* In journal personally reflect on it.
* Next, pair up with someone, and walk/share about it.
* Re-group and have partners report out on what they heard about their partner’s article.
* Share best practice used during opening week of school & results

**Closing Circle**: What was positive about the opening of the school year for you?

**Sunday**

**Opening Circle:** How did creating action plans based on your strengths affect your teaching?

**Advisory Groups**:

* review 5 strengths & set a goal for each.
* Write an affirmation “I will …” statement for each.
* Then select 1 area to focus on next month. Post where you will see daily.
* Discuss how you will collect data on the impact your plan has on student learning.

**Break/energizer**

**Journaling:** Describe how you will address or implement your strength plan next month. How are you going to find out the strengths of your students?

**Advisory groups**: Even Eagles Need a Push

* Discuss chapter 1 of Even Eagles.
* Use a multiple intelligence to present main ideas to the group

**District Grousp:**

* How did you use ideas from the FISH video?
* Identify 2 things you will do to build morale with colleagues next month
* Set up a District group blog and post your morale building ideas. Next month, blog about results as you try things

**Closing Circle:** To whom did you write your letter? Did you send it? Receive a reply? Close with Concentration Camp reading.

OCTOBER

**Materials ASCD**

**Articles on technology & 21st century learning**

**FISH book:** <http://www.charthouse.com/content.aspx?name=home2>

**Even Eagles Need a Push**

**In Whose Honor? video**

**Opening Circle**: what’s new? Post values chart.

**Advisory groups:**

* as a group select 1 ASCD article to read. Then create a presentation to report back to whole group.
* Integrate 3 multiple intelligences in the presentation and involve the whole group.

**Break/energizer**. Form a large circle. Hold arms up. Hold one finger down on one hand; hold palm up on other hand. Try to grab the person’s finger next to yours, while avoiding the other persons trying to grab your finger on the other hand. Repeat three or four times.

**Work Alike Groups:- Action Plan**

* Review strength action plans with one another
* Share what worked and what evidence you collected

**Journal:** How might you use ideas that were shared this morning in your classes? How will you adapt them to your students’ needs?

**Project discussions**: Did you make a connection with your principal and talk to them about your project, and possible ideas and feedback?

**Project Resources**

* Individual Work time. Keep on working for resources. Tally your resources.
* Explore website: CoolTools4Schools
* Post your best resources this month on the wiki

**Journal**: What is emerging for your project in terms of integrated technology uses? What do you need to learn about and how will you go about finding necessary help in learning new technologies?

**District Alike groups:** share what positive actions you took (Fish video). What worked and how do you know? How will you build on what you started?

**Closing:** describe new “FISH” philosophy ideas you can use as they were shared by the whole group

**SUNDAY**

**Opening Circle**: what did you discover about rules & policies on technology in your district?

**Even Eagles Need a Push.**

* Find 3 people not in your advisory group
* Discuss key parts
* Identify your group’s weakest intelligence and present to whole group key findings

**Energizer:**

**Personal and Professional Role Models; Servant Leaders**

* Use inside/outside circle to discuss roles models, what we learn from them and from anti-role models
* Journal: How have you started to build a foundation for your professional development plan (for certification) stemming from your project and this program?

**Other perspectives:** view IN Whose Honor? And discuss

**Journal**: reflect on the pros/cons of this issue, where you stand, where your students & community might stand and how you encourage respectful consideration of all viewpoints

**Technology**: guest presenter

**Closing Circle**: Eagle reflection on a personal, rather than professional level.

NOVEMBER

**Opening Circle**: So what’s new?

**Even Eagles Need a Push**. This was assigned as homework for the community. Ask students to do a finger-tour of the chapter with you. Suggest to them that this was an extremely introspective (MI perspective) way of looking at ourselves. It is NOT like a Marzano, best practice type of reflection. Instead, it forces you to explore the philosophy behind who you are, which is also carried into your classrooms. What you believe influences how you see things, feel about things, and that way of looking at life is, of course, translated and affects your way of teaching. Activity: break group into advisory groups. Ask advisory groups to share their thoughts about what they read. Ask them to identify the most important elements for their group. Then, require them to create a visual to post for a gallery walk which will demonstrate their identified elements. After the walk, ask groups to identify the important elements captured by the visual. Final thoughts for whole group discussion: So, what does this mean for us as teachers? Are you in the right career field? Will your answers change? Who are our real customers? Are the customers in one community different from another? Could you ask yourself these questions again, one, two, five years from now to see how you have changed? To see if you are still in the right profession? To see if you are ready to find another? Hmmmm. . .

**Journal writing**: Journal about the elements your advisory group identified.

**Projects**: Writing time. Begin writing introductions. Examine samples; try writing your own. Exchange with a partner for feedback. Discuss what questions you have about each other’s projects. Go back and revise introduction based on partner feedback.

**Advisory Groups**: Discussion about homework. Large group discussion.

**Workalike Groups**: Share a best practice you used last month. What did the student data/results tell you about the effectiveness of the practice.

**Technology Corner**: Share what you created last last month.

**Closing Circle**: Share what you did this past month to foster students’ passions, especially those that need motivation.

**Entertaining an Elephant:** Take a 3X5 card and write down four or five things you thought were important about the book. Pair up with someone you have not spoken with today and go for a fifteen minute walk with them. Go sit somewhere and we will meet in a circle and talk.

Big circle discussions:

1. Getting stuck in a rut—same old lessons vs Accepting new ideas
2. Know your students and letting them get to know you out of school. Relationships.
3. Letting students openly share their ideas to learn tolerance.
4. Letting go and not fearing change.
5. Other cultures – awareness; stereotyping
6. Little things can make a huge difference.
7. Not getting a grade for everything.
8. Empathize with your students
9. Community. As a group of learners who finally came together.
10. Connect with students to give them reasons for what they are learning and doing in your classrooms
11. What about Reaf and his gay brother?
12. Luis the prophet. Patient. Ignoring the sarcasm. Tolerant. A catalyst for change. Better teacher. Agape love.

SUNDAY

**Opening Circle**: What feelings or concerns do you have about your projects?

**Video**: Native American Mascots “In Whose Honor?” 45 minute video.

**District Groups:** Process the video; discuss in terms of our own region and mascots/names/issues. Share with whole group both sides to argument and what position your group would take, and why. Return to opening circle to de-brief: Share your thoughts on stereotypes.

**Journal:** about mascot/stereotype issues.

**Break and energizer.**

**Neighborhoods**: Each person selects asn ASCD article or a reading in their area of emphasis. Ask individuals to share the essence of what they read in a fishbowl configuration (Inside/outside group). Rotate three-four times.

**Closing Circle**: What are we most thankful for during this Thanksgiving period?

DECEMBER

**Opening Circle:** So, what’s new?

**Video** in computer lab: “In Whose Honor?” Explains the history behind mascots.

**Advisory Groups**: Discuss the mascot issue with regard to Native Americans and the DPI’s policy.

**Whole Group discussion**: Advisory group recap of their advisory group’s discussion and general thoughts about issue

**Journaling:** Journal about the Mascot problem

**Work-alike groups**: share a best practice you’ve used & what the data/results suggest about the effectiveness of the practice.

**Advisory Groups**: rotate your introductions of your projects papers (intros?) around the group offering feedback o clarify what you’ve begun. Take time to revise/consult/rewrite, and save.

**Whole Group**: review your reading from ASCD with the large group. 316 group worktime.

**Closing:** What’s one idea you’ve picked up today that you can take back to your classroom?

SUNDAY

**Opening Circle**: What is your school’s or department’s policy or informal practice regarding homework

**Advisory groups**: Read Alfie Kohn’s article: The Homework Myth. Pair up unalikes to discuss questions.

**Journal**: on homework and video.

**View** “In Whose Honor?” Discuss??

**Closing circle**: pass out Tips for Teachers Handout; share a favorite holiday memory

**January Homework**:

1. Read chapter 6 in Eagles and do activity on computer to represent ideas. Identify the most important elements for your group. Individuals use your computer to create a visual summary capturing the most important points. Us a power point, paintbrush creation, wordle document, wiki page, blog entry, voki message, photo collage, or something else that’s new and creative. Then we will gallery walk among the computers and explore your technology creations to see if we can identify the important elements captured by your group.
2. Bring ASCD article to discuss
3. Do something with students in the spirit of Christmas/helping
4. Send us your competencies update
5. Project introduction completed for final editing
6. Tips for teachers
7. Have 15 resources to start literature review
8. 316 group: Continue k-12 readings/reflections; 2-3 reading assessment tools/strategies

JANUARY

1. Opening Circle: What’s new?
2. Exercise: What does a person with a masters degree in teacher leadership look like? Advisory groups meet to discuss and share. =30 minutes
3. ASCD article. Pick an article and read it (different articles). Report our your findings using technology, a graphic organizer, or the MI’s. Be creative. 316 group meet with Tamara.
4. Work on your paper introductions (peer editing) Then share your Lit Review
5. Prepare and present your ideas on “Eagles” Chapter 6—computer generated project. Try Dipity for a web site to explore. Voki is another great way to share ideas. Theme of Chapter Six is “Know Thyself” so you can go for what you REALLY want knowing what goals are appropriate for you.
6. Tips for Teachers—What practice did you implement? How did it work? How do you know?
7. ASCD—Share your reading into/Journal on your day so far. 316 people report out your discussions and readings.
8. Close look at your competencies
9. Closing: what Christmas activity did you do in the spirit of the season?

**316 Discussion Notes with Tamara**

Create a reading biography.

Craft an ideal K-12 reading program. What will it look like? Imbed the three IRA standards with the new Core Standards in reading and writing.

Diagnosing. Need a template for this.

Actually test a student. What remediation do they need?

Post a formal evaluation paper.

Practicum requires a portfolio. Include resources,, ideal school piece, autobiography, evaluation papers, and masters project.

\*\*\*During journaling time reflections, 316’s must journal and reflect on reading-related materials. These may come from ASCD, but includes a much widened literary venue as well.

Projects:

a. Alicia - designing an ideal reading program grades 7-8. Will need instruments for collecting data to measure growth.

b. Tari—using MI’s in teaching ELA in Kindergarden

c. Patricia: Readability of supplemental Literature for Specific Content Courses. Could use MAP scores, gpa’s conduct interviews with teachers about how they taught specific students, WKCE scores.

d. Sarah—Using Technology and the MI’s to improve reading and writing

**Long-term homework:**

1. Post WIKI comments on monthly chapter readings. Summarize and highlight best practices as a group, not as individuals.
2. By July, intersect page one of the reading book with the new core standards. In our ideal school, how do/can they parallel? We could use Dipity to create this visual. Restated, parallel I.R.A with the Core Standards in reading and writing.
3. Tamara will post a goggle.doc template for responding.
4. Tamara will create and share an anchor paper which formally evaluates a student.
5. The practicum piece involves a portfolio. The portfolio involves reading resources. These resources may include pieces from your classroom, from a reading bibliography, a running record of things read.
6. Create an Ideal School document
7. A reading autobiography
8. The formal evaluation/assessment of a student
9. The Masters Project is also part of the 316 portfolio.
10. A consideration of one’s room arrangement and teaching schedule could be part of the portfolio.
11. A Table of Contents that provides a clear pathway through all elements of the portfolio. Some of these contents may be cited on a Wiki; materials in your classroom, etc…

# SUNDAY

1. Opening Circle: What strategy will you use to keep yourself out of the valleys this month. Connect it to what you have learned about yourself in Even Eagles Need a Push.
2. Share a best practice you tried. (Either technology based or a tool or technique). Greg shared SketchUp as a tech 3-D drawing tool.
3. Energizer
4. Revisit your competencies. Focus: what is the data that suggests something works or does not. How do you know. Accomplished teachers are reflective teachers, but what is the data that supports your conclusions about how kids are learning?
5. Project work time. Finish introductions to your papers/peer editing. Write a rough draft of your literature review. 316 work time as needed.
6. Closing Circle: How have you made a difference in someone’s life?

Homework:

1. Read the last three chapters in Even Eagles Need a Push.